SUPERINTENDENT'S GOALS EVALUATION INSTRUMENT PROTOTYPE 1

Prototype #1 (Use with Summative Instrument)

■ Superintendent **■**

Annual Goal Form

Superintendent			
Academic Year			School Division
Goal/Objective St	atement _		
Check one:			
		Long Term	
Timeline for comp	oletion _		

■ Superintendent ■

Progress in Achieving Annual Goals

Superintendent				
Academic Year School Div	ision_			
Goal/Objective: (Indicate: short term, mid range or long term)				
	Asse	essme	nt of	Goal by School Board
Indicators of Success	Completed	In Progress	Not Completed	Comments

■ Superintendent **■**

Annual Assessment of Goals

Superintendent				
Academic YearSchool Division				
Goal/Objective: (Indicate: short term, mid range or long term)				
	Ass	essme	ent of	Goal by School Board
Indicators of Success	Completed	In Progress	Not Completed	Comments

■ EVALUATION SUMMARY ■

■ Strengths	
Areas for Improvement	
Signatures:	
Superintendent	School Board Chairman
Date:	Date:
SUPERINTENDENT'S SIGNATURE ACKNOW WRITTEN COMMENTS MA	
COMMENTS ATTACHED: _	YES NO

SUPERINTENDENT'S SUMMATIVE EVALUATION INSTRUMENT

Prototype #1

SUPERINTENDENT

SUMMATIVE EVALUATION

Superintendent's Name: _	
Evaluator:	
Academic/Fiscal Year:	
To be completed by the School Bo	pard as documentation of the superintendent's

Directions:

evaluation.

This document is a model that may be used by local school boards to evaluate the superintendent. The annual utilization of this prototype will result in compliance with the <u>Code of Virginia</u> requirements. As set forth in the <u>Education Accountability and Quality Enhancement Act</u>, these evaluation criteria are intended to provide guidance for local school boards to consider in the development of evaluation procedures for superintendents. The performance standards should be used as a yardstick to assess the performance of the superintendent and to focus efforts on overall professional growth.

The criteria are intended to provide guidelines for evaluating the superintendent and the superintendent's performance; however, they are not intended to be prescriptive in nature. This completed evaluation form should be discussed during evaluation conferences, and it is suggested that this evaluation occur as part of the Board's overall evaluation process, including the Board's self-evaluation. It is also recommended that the board and superintendent engage in a formal evaluation training program on a regular basis to address the utilization of this prototype in the completion of the required annual evaluation. Such training should address the establishment of clear expectations for performance, utilizing the definition of ratings on page 2 and/or rubrics which could be developed to further clarify performance standards.

Note: Sample performance indicators are intended to provide the board with some of the behaviors superintendents may perform. They help document performance of job standards. However, the superintendent is evaluated on the 5 domains and the 20 performance standards, and not each of the performance indicators.

The Superintendent's Summative Evaluation should be completed between June and September of each year.

DEFINITION OF RATINGS

■ Level 4: Performance Exceeds Criteria

Exemplary performance by the superintendent that continually impacts students, staff and programs in the school division in a positive manner. For performance to be rated in this category, the performance must consistently exceed the expectations set forth in the performance standards. It is recommended that the school board cite specific examples in a narrative format (i.e., describe specific behaviors on the part of the superintendent that illustrate the high rating).

■ Level 3: Performance Meets Criteria

Performance that consistently meets expectations resulting in quality work in the accomplishment of the job performance standards identified for the superintendent. This is the acceptable performance level that is expected.

■ Level 2: Performance Requires Improvement

Performance that does not meet standards and requires improvement and/or remediation to produce desired results (i.e., to meet criteria). It is recommended that the school board cite specific evidence in a narrative format (i.e., describe examples of specific behaviors on the part of the superintendent that illustrate the deficiency).

■ Level 1: Performance is Unsatisfactory

Unacceptable performance that requires significant improvement to justify continued employment. The school board should cite specific evidence in a narrative format (i.e., describe examples of specific behaviors on the part of the superintendent that illustrate the deficiency).

■ DOMAIN RATING: PLANNING AND ASSESSMENT

1. The superintendent effectively employs various processes for gathering, analyzing, and using data for decision making.

PERFORMANCE		PERFORMANCE	PERFORMANCE
EXCEEDS	PERFORMANCE	REQUIRES	IS
CRITERIA	MEETS CRITERIA	IMPROVEMENT	UNSATISFACTORY

Examples of Performance Indicators

- applies current research related to effective techniques for gathering data from individuals, groups, programs, and the community, and uses reliable data in making decisions and/or
- reviews analyses of student academic achievement through standardized test results and other academic sources and/or
- provides staff with data in a collaborative effort to determine needs for improvement and/or
- applies and communicates statistical findings to identify strengths and weaknesses in programs and practices in order to ensure continuous improvement and/or
- plans and implements changes in programs and/or curricula based on data and/or
- reviews annual analyses of division's test and sub-test scores by school and discipline in order to assess school improvement and monitor improvement plans

2. The superintendent organizes the collaborative development and implementation of a division strategic plan based on analysis of data from a variety of sources.

PERFORMANCE		PERFORMANCE	PERFORMANCE
EXCEEDS	PERFORMANCE	REQUIRES	IS
CRITERIA	MEETS CRITERIA	IMPROVEMENT	UNSATISFACTORY

Examples of Performance Indicators

- provides leadership in the development of a shared vision for educational improvement and of a strategic plan to attain that vision and/or
- implements strategies for the inclusion of staff and various stakeholders in the planning process and/or
- supports the division's mission by identifying, articulating, and planning to meet the educational needs of students, staff, and other stakeholders and/or
- works collaboratively to develop long and short-range goals and objectives consistent with the school division's strategic plan and monitors progress in achieving long and short-range goals and objectives and/or
- provides feedback to principals on goal achievement and needs for improvement and/or
- supports staff through the stages of the change process and/or
- maintains stakeholders' focus on long-range mission and goals throughout the implementation process

3. The superintendent plans, implements, supports, and assesses instructional programs that enhance teaching and student achievement of the *Standards of Learning*.

PERFORMANCE		PERFORMANCE	PERFORMANCE
EXCEEDS	PERFORMANCE	REQUIRES	IS
CRITERIA	MEETS CRITERIA	IMPROVEMENT	UNSATISFACTORY

Examples of Performance Indicators

- demonstrates a working knowledge and understanding of the Standards of Learning and division curricular requirements and/or
- supports the development of a comprehensive curriculum utilizing goals and objectives in alignment with the Standards of Learning and oversees the planning, implementation, evaluation, and revision of the curriculum on a systematic and ongoing basis and/or
- provides resources and materials to accomplish instructional goals for all students and/or
- facilitates program/curricular changes to meet state or federal requirements and/or
- monitors and assesses the effect of the programs and/or curricula on student achievement

4. The superintendent develops plans for effective allocation of fiscal and other resources.

PERFORMANCE		PERFORMANCE	PERFORMANCE
EXCEEDS	PERFORMANCE	REQUIRES	IS
CRITERIA	MEETS CRITERIA	IMPROVEMENT	UNSATISFACTORY

Examples of Performance Indicators

- acquires, allocates, and manages division resources in compliance with all laws to ensure the effective and equitable support of all of the division's students, schools, and programs and/or
- allocates resources consistent with the mission and strategic plan of the division and/or
- meets and works collaboratively with the board and appropriate staff to determine priorities for budgeting and for the effective allocation of space and human resources and/or
- utilizes human and material resources outside the division that may support and/or enhance the achievement of goals and objectives and/or
- monitors and assesses resource allocation and/or
- revises resource allocation plans based on implementation data

■ DOMAIN RATING – PLANNING AND ASSESSMENT

PERFORMANCE		PERFORMANCE	PERFORMANCE
EXCEEDS	PERFORMANCE	REQUIRES	IS
CRITERIA	MEETS CRITERIA	IMPROVEMENT	UNSATISFACTORY

■ DOMAIN RATING: INSTRUCTIONAL LEADERSHIP

1. The superintendent communicates a clear vision of excellence and continuous improvement consistent with the goals of the school division.

PERFORMANCE		PERFORMANCE	PERFORMANCE
EXCEEDS	PERFORMANCE	REQUIRES	IS
CRITERIA	MEETS CRITERIA	IMPROVEMENT	UNSATISFACTORY

Examples of Performance Indicators

- demonstrates personal commitment to achieving the mission of the school division and/or
- articulates a shared vision to all constituencies and ensures that staff members are working in concert with the division's strategic plan and/or
- informs members of the board and community of current research related to best practices in curriculum and instruction and/or
- explores, disseminates, and applies knowledge and information about new or improved methods of instruction or related issues and/or
- shares evaluation data and subsequent plans for continuous improvement with staff, students, and other stakeholders and/or
- recognizes, encourages and celebrates excellence among staff and students and/or
- demonstrates strong motivation and high standards and models selfevaluation

2. The superintendent oversees the alignment, coordination, and delivery of assigned programs and/or curricular areas.

PERFORMANCE		PERFORMANCE	PERFORMANCE
EXCEEDS	PERFORMANCE	REQUIRES	IS
CRITERIA	MEETS CRITERIA	IMPROVEMENT	UNSATISFACTORY

Examples of Performance Indicators

- articulates curricular goals, objectives, and frameworks to staff and other stakeholders and/or
- works with staff to develop a written plan for the coordination and articulation of curricular goals and/or
- works with the board, staff, and community representatives to identify needs and determine priorities regarding program delivery and/or
- provides direction and support in planning and implementing activities and programs consistent with continuous improvement efforts and attainment of instructional goals and/or
- monitors coordination of instructional programs with state and local standards and/or
- facilitates the effective coordination and integration of division curricular and co-curricular program

3. The superintendent selects, inducts, supports, evaluates, and retains quality instructional and support personnel.

PERFORMANCE		PERFORMANCE	PERFORMANCE
EXCEEDS	PERFORMANCE	REQUIRES	IS
CRITERIA	MEETS CRITERIA	IMPROVEMENT	UNSATISFACTORY

Examples of Performance Indicators

- maintains and disseminates a current handbook or personnel policies and procedures and/or
- establishes and uses selection procedures that ensure fairness and equity in selecting the best candidates and/or
- makes recommendations regarding personnel decisions consistent with established policies and procedures and/or
- oversees the recruitment, appointment, induction, and assignment of the most qualified personnel available and/or
- establishes and implements formal and informal induction procedures to promote assistance for and acceptance of new employees and/or
- sets high standards for staff performance and/or
- evaluates performance of personnel consistent with division policies, provides formal and informal feedback, and maintains accurate evaluation records and/or
- recommends the reappointment and/or promotion of competent, effective personnel and/or
- provides support and resources for staff to improve job performance and recognizes and supports the achievement of highly effective staff members

4. The superintendent provides staff development programs consistent with program evaluation results and school instructional improvement plans.

PERFORMANCE		PERFORMANCE	PERFORMANCE
EXCEEDS	PERFORMANCE	REQUIRES	IS
CRITERIA	MEETS CRITERIA	IMPROVEMENT	UNSATISFACTORY

Examples of Performance Indicators

- leads the development and implementation of a systematic professional development plan for individuals, including members of the board, and for the division and/or
- works collaboratively with members of the staff in using student achievement data to determine relevant professional development opportunities and/or
- meets with principals regularly to assess ongoing school improvement efforts and/or
- evaluates the effectiveness of the professional development plan in relation to division goals and/or
- encourages participation in relevant conferences, course work, and activities of professional organizations and/or
- shares program evaluation results and demonstrates connection of results to ongoing staff development efforts and/or
- supports staff participation in internal and external professional development opportunities as appropriate

5. The superintendent identifies, analyzes, and resolves problems using effective problem-solving techniques.

PERFORMANCE		PERFORMANCE	PERFORMANCE
EXCEEDS	PERFORMANCE	REQUIRES	IS
CRITERIA	MEETS CRITERIA	IMPROVEMENT	UNSATISFACTORY

Examples of Performance Indicators

- identifies and addresses problems in a timely and effective manner and/or
- demonstrates fairness in identifying multiple points of view around problem situations and/or
- involves stakeholders in analyzing problems and developing solutions and/or
- monitors implementation of problem resolutions and/or
- provides shared leadership and decision-making opportunities for staff that promote a climate of collaboration and collegiality and/or
- delegates responsibility appropriately to staff members and/or
- maintains focus on school and division mission and goals and/or
- promotes an atmosphere of mutual respect and courtesy

■ DOMAIN RATING – INSTRUCTIONAL LEADERSHIP

PERFORMANCE		PERFORMANCE	PERFORMANCE
EXCEEDS	PERFORMANCE	REQUIRES	IS
CRITERIA	MEETS CRITERIA	IMPROVEMENT	UNSATISFACTORY

■ DOMAIN RATING: SAFETY AND ORGANIZATIONAL MANAGEMENT FOR LEARNING

1. The superintendent actively supports a safe and positive environment for students and staff.

PERFORMANCE		PERFORMANCE	PERFORMANCE
EXCEEDS	PERFORMANCE	REQUIRES	IS
CRITERIA	MEETS CRITERIA	IMPROVEMENT	UNSATISFACTORY

Examples of Performance Indicators

- facilitates the implementation of sound, research-based theories and techniques of classroom management, student discipline, and school safety to ensure a safe, orderly environment conducive to teaching and learning and/or
- clearly communicates expectations regarding behavior to students, staff, parents, and other members of the community and/or
- clearly communicates procedures for handling disciplinary problems and/or
- implements and enforces school division code of conduct and appropriate disciplinary policies and procedures in a timely and consistent manner and/or
- supports effective programs through which students develop selfdiscipline and conflict resolution skills and/or
- calmly and effectively manages emergency situations as they occur and/or
- is proactive in addressing potential problem situations and/or
- consistently conveys mutual respect, concern, and high expectations to students, staff, parents, and community members and/or
- recognizes student and staff for their academic, co-curricular, personal, and professional achievements

2. The superintendent develops procedures for working with the local school board which define mutual expectations, working relationships, and strategies for formulating division policies.

PERFORMANCE		PERFORMANCE	PERFORMANCE
EXCEEDS	PERFORMANCE	REQUIRES	IS
CRITERIA	MEETS CRITERIA	IMPROVEMENT	UNSATISFACTORY

Examples of Performance Indicators

- respects the policy-making authority and responsibility of the board and/or
- develops and uses a systematic means of keeping members of the board informed with complete, accurate information and/or
- facilitates the delineation of superintendent and board roles and the articulation of mutual expectations and/or
- recommends policy additions and/or modifications to improve student learning and division effectiveness and/or
- anticipates future needs and demonstrates a bias for action and/or
- values group interaction and problem solving and/or
- expresses opinion on policy issues directly to the board and/or
- supports and implements policy established by the board

3. The superintendent effectively manages human, material, and financial resources to ensure student learning and to comply with legal mandates.

PERFORMANCE		PERFORMANCE	PERFORMANCE
EXCEEDS	PERFORMANCE	REQUIRES	IS
CRITERIA	MEETS CRITERIA	IMPROVEMENT	UNSATISFACTORY

Examples of Performance Indicators

- complies with federal, state, and local statutes, regulations, policies, and procedures and/or
- collaboratively plans and prepares a fiscally responsible budget to support the organization's mission and goals and/or
- demonstrates effectiveness in obtaining necessary resources and/or
- establishes and uses accepted procedures for receiving and disbursing funds and/or
- ensures that expenditures are within limits approved by the board and/or
- implements appropriate management techniques and group processes to define roles, delegate activities and responsibilities, and determine accountability for goal attainment and/or
- prepares and implements short and long-range plans for facilities and sites and/or
- ensures proper maintenance and repair of division property and equipment and/or
- monitors any construction, renovation, or demolition of division buildings and/or
- regularly reports to the board on the financial condition of the division and/or
- monitors the efficient use of resources and/or
- works with staff to establish an effective schedule for use of shared resources and/or
- ensures the maintenance of accurate personnel records

4. The superintendent demonstrates effective organizational skills to achieve school, community, and division goals.

PERFORMANCE		PERFORMANCE	PERFORMANCE
EXCEEDS	PERFORMANCE	REQUIRES	IS
CRITERIA	MEETS CRITERIA	IMPROVEMENT	UNSATISFACTORY

Examples of Performance Indicators

- demonstrates and communicates a working knowledge and understanding of school division policies and procedures and/or
- ensures compliance and follow-through regarding policies and procedures and/or
- uses personal time to the best advantage, manages scheduling effectively, and follows task to completion and/or
- performs duties in an accurate and timely manner and/or
- maintains appropriate and accurate records and/or
- efficiently and appropriately prioritizes and addresses multiple issues and projects and/or
- systematically evaluates progress on achieving established goals and/or
- keeps the board, staff and community appraised of progress in achieving the division's goals

■ DOMAIN RATING – SAFETY AND ORGANIZATIONAL MANAGEMENT FOR LEARNING

PERFORMANCE		PERFORMANCE	PERFORMANCE
EXCEEDS	PERFORMANCE	REQUIRES	IS
CRITERIA	MEETS CRITERIA	IMPROVEMENT	UNSATISFACTORY

■ DOMAIN RATING: COMMUNICATION AND COMMUNITY RELATIONS

1. The superintendent promotes effective communication and interpersonal relations within the school division.

PERFORMANCE		PERFORMANCE	PERFORMANCE
EXCEEDS	PERFORMANCE	REQUIRES	IS
CRITERIA	MEETS CRITERIA	IMPROVEMENT	UNSATISFACTORY

Examples of Performance Indicators

- promotes a climate of trust and teamwork within the division and/or
- facilitates constructive and timely communication and/or
- initiates communication and facilitates cooperation among staff regarding curriculum or program initiatives and/or
- models professionally appropriate communication skills, interpersonal relations, and conflict mediation and/or
- maintains visibility and accessibility to staff and/or
- solicits staff input to discuss issues and goals and to promote effective decision-making and/or
- establishes and maintains a collaborative relationship with staff members in promoting the division's mission and in communicating expectations

2. The superintendent establishes and maintains effective channels of communication with board members and between the schools and community, strengthening support of constituencies and building coalitions.

PERFORMANCE		PERFORMANCE	PERFORMANCE
EXCEEDS	PERFORMANCE	REQUIRES	IS
CRITERIA	MEETS CRITERIA	IMPROVEMENT	UNSATISFACTORY

Examples of Performance Indicators

- accepts responsibility for maintaining communication between the board and division personnel and/or
- anticipates, analyzes, and discusses emerging educational/division issues with the board on a regular basis and/or
- systematically provides accurate, relevant information to the board to facilitate decision-making and/or
- establishes, maintains, and evaluates a planned, two-way system of communication with community constituencies and/or
- communicates school and division goals, objectives, and expectations with stakeholders and/or
- is politically astute and demonstrates the skills necessary to build community support for division goals and priorities and/or
- works cooperatively with representatives of the news media and/or
- establishes partnerships with public and private agencies to enhance the division's ability to serve students and other constituencies and/or
- uses acceptable written and oral language

3. The superintendent works collaboratively with staff, families, and community members to secure resources and to support the success of a diverse student population.

PERFORMANCE		PERFORMANCE	PERFORMANCE
EXCEEDS	PERFORMANCE	REQUIRES	IS
CRITERIA	MEETS CRITERIA	IMPROVEMENT	UNSATISFACTORY

Examples of Performance Indicators

- is responsive to the conditions and dynamics of the diversity within the school community and/or
- treats people with respect and/or
- models and promotes multicultural awareness, gender sensitivity, and the appreciation of diversity in the community and/or
- is knowledgeable about laws regarding individual and group rights and responsibilities and scrupulously avoids actions that might violate them and/or
- collaborates with staff, families, and community leaders and responds to identified needs of individual students and groups of students

■ DOMAIN RATING – COMMUNICATION AND COMMUNITY RELATIONS

PERFORMANCE		PERFORMANCE	PERFORMANCE
EXCEEDS	PERFORMANCE	REQUIRES	IS
CRITERIA	MEETS CRITERIA	IMPROVEMENT	UNSATISFACTORY

■ DOMAIN RATING: PROFESSIONALISM

1. The superintendent models professional, moral, and ethical standards as well as personal integrity in all interactions.

PERFORMANCE		PERFORMANCE	PERFORMANCE
EXCEEDS	PERFORMANCE	REQUIRES	IS
CRITERIA	MEETS CRITERIA	IMPROVEMENT	UNSATISFACTORY

Examples of Performance Indicators

- relates to board members, staff, and others in an ethical and professional manner and/or
- maintains the physical and emotional wellness necessary to meet the responsibilities of the position and/or
- serves as an articulate spokesperson for the school division and represents the division favorably at the local, state, and national levels and/or
- resolves concerns and problems in an appropriate manner and/or
- respects and maintains confidentiality and assumes responsibility for personal actions and those of subordinates and/or
- maintains a professional demeanor and appearance appropriate to responsibilities

2. The superintendent works in a collegial and collaborative manner with school personnel and the community to promote and support the mission and goals of the school division.

PERFORMANCE		PERFORMANCE	PERFORMANCE
EXCEEDS	PERFORMANCE	REQUIRES	IS
CRITERIA	MEETS CRITERIA	IMPROVEMENT	UNSATISFACTORY

Examples of Performance Indicators

- demonstrates flexibility and a collaborative attitude in supporting professionals and other staff/work teams and/or
- supports the division and advances its mission/goals and/or
- establishes and supports a division culture that encourages collaboration and teamwork in achieving goals and/or
- maintains effective working relationships with other administrators and staff and/or
- shares ideas and information and considers the interests and needs of staff members and community stakeholders in promoting and supporting district goals and services

3. The superintendent takes responsibility for and participates in a meaningful and continuous process of professional development that results in the enhancement of student learning.

PERFORMANCE		PERFORMANCE	PERFORMANCE
EXCEEDS	PERFORMANCE	REQUIRES	IS
CRITERIA	MEETS CRITERIA	IMPROVEMENT	UNSATISFACTORY

Examples of Performance Indicators

- participates in professional growth activities, including conferences, workshops, course work, and/or membership in professional organizations at the district, state, and/or national level and/or
- evaluates and identifies areas of personal strength and weakness related to providing division leadership and/or
- sets goals for improvement of skills and professional performance and/or
- maintains a high level of personal knowledge regarding new developments and techniques, including technology, and shares the information with appropriate staff and/or
- comprehends and applies current research of educational issues, trends, and practices and/or
- networks with colleagues to share knowledge about effective educational practices and to improve and enhance administrative knowledge, skills, and organizational success and/or
- maintains proper licensure and certification

4. The superintendent provides service to the profession, the division, and the community.

PERFORMANCE		PERFORMANCE	PERFORMANCE
EXCEEDS	PERFORMANCE	REQUIRES	IS
CRITERIA	MEETS CRITERIA	IMPROVEMENT	UNSATISFACTORY

Examples of Performance Indicators

- serves on division, state, and/or national committees and maintains an active role in professional organizations and/or
- contributes to and supports the development of the profession by serving as an instructor, mentor, coach, presenter, researcher, or supervisor and/or
- organizes, facilitates, and presents at local, state and/or national conferences and/or
- supports and participates in efforts to align school and division goals and activities with community endeavors

\blacksquare DOMAIN RATING - PROFESSIONALISM

PERFORMANCE		PERFORMANCE	PERFORMANCE
EXCEEDS	PERFORMANCE	REQUIRES	IS
CRITERIA	MEETS CRITERIA	IMPROVEMENT	UNSATISFACTORY

■ EVALUATION SUMMARY ■

■ Strengths			
■ Areas for Impro	ovement		
Signatures:			
Superintendent		School Board Chairman	
Date:		Date:	
SUPERINTENDENT'S SIGNATURE ACKNOWLEDGES RECEIPT OF THIS FORM. WRITTEN COMMENTS MAY BE ATTACHED.			
	COMMENTS ATTACHED:	YES NO	